

## SOC199Y (2019-2020)

### How We Use Time in Everyday Life

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Office hours: after class weekly in the classroom

Seminar:  
Wednesdays 4-6 p.m.  
725 Spadina Avenue, Room 36

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725 Spadina Avenue, Room 225A (except as specified below)

#### **Substance:**

In substance, this seminar examines how people use time in their everyday lives: the content, the patterns, and the implications. This analysis focuses on the circumstances under which variations in the use of time occur, the role of context – such as social factors or physical location – in governing people’s choices, and how people feel about what they do. The data collected can serve as the basis for understanding and explaining a number of issues in the social sciences. The seminar will include both an examination of seminal writings about people’s use of time and hands-on practice in the strategies and techniques of analyzing large-scale survey data, including the formulation of questions and steps taken to answer them. Through this seminar, students will acquire – from a sociological perspective – an appreciation not only of the concept of time and how they use time in their own daily lives, but also how the black box of survey data can be accessed and analyzed to learn more about many situations.

#### **Objectives:**

A number of skills will be addressed in this seminar. These include reading, writing, expressing points of view, and both asking and answering research questions - how to use numeric data to address these questions, use of data files and computers to organize, analyze, and show results clearly, and how the social sciences, alone and in combination, can address our everyday lives in ways that are not intuitively apparent.

#### **Requirements:**

There will be weekly reading and short writing assignments. These will have a combined weight of 25 per cent of the final mark. The penalty for late submission without medical documentation is 10 marks per week or part thereof, subtracted from the particular assignment (with a potential 100 marks). An in-class test at the end of the first term on December 4 will account for another 25 per cent of the final mark. There will not be a final examination. Instead, each student will, as the year goes on, propose, carry out, and present the results of a project representing a topic of personal interest *explicitly illuminated by time-use considerations and data*, utilizing one or more available data file(s). A proposal is weighted at 10 % of the final mark. A research paper due no later than at the time of the last scheduled meeting of the course, April 1, will represent another 25 % of the final mark.

Regular attendance and participation are essential for a successful learning process in this course. Therefore, a final 15 per cent of the final mark is based on a combination throughout the year of presence in class and quality of participation in discussions. The learning process begins from the first class and is cumulative.

To summarize:

Weekly writing assignments	- 25%
In-class test (December 4 <sup>th</sup> )	- 25%
Individual Project Proposal	- 10%
Research Paper	- 25%
Attendance/participation	- <u>15%</u>
	100%

### Required Readings:

These are two-fold. The first, referred to subsequently as the **TEXT**, is a book by the instructor: *Time-Use: Expanding Explanation in the Social Sciences*, Paradigm Publishers, 2005. The second is a series of Readings. All are available electronically from the Course Reserves section of Robarts Library (<https://cr.library.utoronto.ca/studenthome/id/544214>). The two types of reading complement each other: the first is an organized guide to the subject of time-use, while the latter consists of in-depth papers that serve as examples of the kinds of research students in the course will be doing throughout the year. These two kinds of readings are essential to performance in the requirements of the course, and the specific readings should be undertaken before the class meeting under which they are listed (after the first week!). The text can also be purchased from the U. of T. Book Room.

### Course Outline:

September 11, 2019: Introduction; Time-use as a *zero-sum game*

Text: Chapter 1.

Readings: William Michelson, "The Interpenetration of Time-Geography and Time-use Research in Understanding the Dynamics of Everyday Life"

September 18 What are time-use data? Interpretation applied to an individual.

Text: Chapter 2.

Readings: Tora Friberg, Chapter 9 - "The Organization of Everyday Living"

September 25: The typical focus on the time-use of aggregates and subgroups of people

Re-read Text: Chapter 2.

John Robinson, "The Time-Diary Method: Structure and Uses"

October 2: Data structure and how it contributes to different types of analysis

Readings: "Session 5: TUS: File Structure and Analytic Strategies"

October 4 office hour in Room 247.

October 9: Time-point and episode files

Text: Chapter 3.

Readings: William Michelson, "Sleep Time: Media Hype vs. Diary Data" and "Time Pressure and Human Agency"

October 16: Summary files

Readings: William Michelson, "Grounding Time-use in Microspace: Empirical Results", "Never on Sunday"

Young Kyung Do, "Effects of delaying school start time on adolescents' sleep behavior in South Korea"

October 23-30: How to find and study "hidden samples" by subgroup sampling

Text: Chapter 4.

Readings: William Michelson, "Home-based Employment and Quality of Life", and "Session 11: Extracting Additional Value from Time-use Data: Subjective Aspects and Subgroup Sampling"

November 1 office hour in Room 247.

(Note: No class on November 6, due to Fall Term Reading Week. No office hour on November 8)

November 13 and 20: Subjective Analysis

Text: Chapter 5.

Readings: William Michelson, "Uses of Subjective Data in Time-Use Analyses", "Semi-Annual Time Changes: Exploring Impacts on Time Use", "Divergent Convergence"

Cappadozzi, Cialdea, and Michelini, "Subjective well-being"

Craig, Brown and Jun, "Fatherhood, Motherhood and Time Stress in Australia, Korea, and Finland"

November 27: Occurrences/Fragmentation

Text: pp. 103-111.

William Michelson, "Fragmentation of Daily Time"

December 4: In-class term test

No office hour on December 6.

## **2020**

January 9: Sequences

Text: pp. 111-121

Readings: William Michelson & Ugo Lachapelle, "Patterns of Walking among Employed, Urban Canadians: Variations by Commuting Mode, Time of Day, and Days of the Week"

January 15: Multitasking

Text: Chapter 7.

Readings: William Michelson, "Unraveling the Mysteries of Sleep Duration Dynamics"

January 22 – 29: Persons present

Text: Chapter 8.

Readings: Inge Mestdag and Jessie Vandeweyer, "Where has family time gone?"

***A proposal for the final research paper will be due on February 5, with return feedback on February 12.***

February 5: Place

Text: pp. 156-160.

Readings: Tommy Carlstein, "A Time-Geographic Approach to Time Allocation and Socio-Ecological Systems" and Allen Pred and Risa Palm, "The Status of American Women: A Time-Geographic View"

February 7 office hour in Room 225F.

February 12: Rooms and spaces

Text: pp. 160-170.

Readings: Sherry Ahrentzen, Douglas W. Levine, and William Michelson, "Space, Time, and Activity in the Home: A Gender Analysis"

February 19: No class due to Winter Term Reading Week. No office hour on February 21.

February 26: Places and trips

Text: pp. 170-179.

Readings: F. Stuart Chapin, Jr., "Human Time Allocation in the City," and

Solveig Mårtensson, "Time Allocation and Daily Living Conditions: Comparing Regions"

March 4: Exposure to risk

Text: Chapter 10 and "Coda".

Readings: R.W. Armstrong, "Tracing Exposure to Specific Environments in Medical Geography"

February 7 office hour in room 225F.

March 11, 18, 25: Oral presentations of research papers and discussion.

The final three office hours will be held on March 13, 20, and 27.

April 1: ***Hard copies of the final research paper are due in person no later than at the start of class on April 1 (the last day of classes). Digital submission of papers is not acceptable. Papers submitted in advance of that date will be returned with feedback at that class session. A time will be arranged for the return of papers received on April 1.***

### University of Toronto Perspectives on Academic Integrity

*“The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.*

*The University of Toronto’s Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:*

*In papers and assignments:*

- *Using someone else’s ideas or words without appropriate acknowledgement.*
- *Submitting your own work in more than one course without the permission of the instructor.*
- *Making up sources or facts.*

*Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work). On tests and exams:*

- *Using or possessing any unauthorized aid, including a cell phone.*
- *Looking at some else’s answers.*
- *Letting someone else look at your answers.*
- *Misrepresenting your identity.*

*Submitting an altered test for re-grading. Misrepresentation:*

- *Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.*
- *Falsifying institutional documents or grades.*

*All suspected cases of academic dishonesty will be investigated following the procedures outlined in the **Code of Behaviour on Academic Matters**. If you have any questions about what is expected in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centres, the Academic Success Centre, or the UofT Writing Website.”*

### Other Important Details

#### Accessibility

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

#### Documentation from Your Physician Or College Registrar

If you miss a test or a paper deadline, **do not** contact the instructor unless you have followed the steps described here. Telling the professor why you missed a deadline or a test will not be considered.

- In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is acceptable, but must indicate the start and anticipated end of illness. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or during office hours.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or during office hours.

#### Plagiarism

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts and Science.

#### Attendance

Regular attendance is required.

#### Communication

All assignments are to be submitted to the instructor. Students cannot submit their work by fax, email or to the receptionist at the Department of Sociology.

#### Deadlines

Assignments are due at the start of class on the due date. **Late work will never be accepted** (*for full marks*) **without proper documentation from a student's physician or college registrar** (*see previous page*).

#### Make-up Test

Students who miss a test will receive a mark of zero; **UNLESS within three days** of the missed test, students who wish to write the make-up test must submit a written request for special consideration which explains why the test was missed, accompanied by **proper documentation from a physician or college registrar** (see previous page). A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student.